Chapter 1 Module 1

Action! Event Planning Tool

Title Of Program/Project/Event: (check type of activity along with title)
☐ Media ☐ School ☐ Business ☐ Community

Target Audience/Numbers Forecasted: (check all planned for your activity)
☐ Students ☐ Parents ☐ Teachers ☐ School meal director and staff
☐ School administrators ☐ Business/community leaders/community at-large

Outline/Description/Objectives:

Marketing Plan:

Permits Or Permissions Required:

Resource Materials/Supplies/ Handouts/Food/:

Costs/Funding Source: **Manpower Needed**:

Space/Time/Date Requirements: **Prep Time:**

Alternate Plan:

Comments:

Chapter 1 Module 1

Action!

Recruiting Worksheet

Use this worksheet to begin your recruiting plan. Check the following steps as you complete them.

☐ Potential partners/members are identified
☐ Appointments are made
☐ Win/win situations are identified

Potential partners/members	Phone number and appointment date	Win/win situation

Chapter 1 Module 2

☆Action! Leadership Worksheet

Is Your Coalition in a Good Position to Develop Leaders?
The following worksheet lists organizational structure factors that need to be in place to develop good leadership. Go through the following questions as a checklist to see how your coalition is doing and what you might need to work on.

1. Ask each question. If the answer is yes, place a checkmark in the box. A yes indicates no further action needed. An unchecked box means "no" and indicates there is a possible problem to reaching full leadership potential. These issues need to be addressed.
2. Write comments below each category as appropriate to use for future problem solving.
3. Take steps to identify problems and plan actions for improvement.
4. Take actions and check for effectiveness. Revise plan for action if necessary.

Meeting attendance
☐ Are meetings held often enough for the group to complete its tasks?
☐ Do members attend regularly?
☐ Do people participate just because the coalition's actions relate to their job?
☐ Are barriers to participation overcome?

_____
_____
_____
_____
_____
_____

Communication
☐ Is communication strong, including communication with those not at meetings?
☐ Is the role of each participant in the coalition clear?
☐ Are the coalition and participant's expectations for attendance, participation, and commitment clear?

_____
_____
_____
_____
_____
_____

Recruitment

- ❑ Does the coalition combine recruiting from professional ranks and the general public?
- ❑ Do existing coalition leaders provide modeling, guidance, training, and new leadership development?
- ❑ Does the coalition expect only the amount of work or commitment members are willing to provide?
- ❑ Do new coalition members have the opportunity to take leadership roles?
- ❑ Do old and new leaders understand the initiative's mission?

_____

_____

_____

Coalition actions

- ❑ Is the coalition active?
- ❑ Do actions go beyond meetings and reach out into the community?

_____

_____

_____

Leadership skill development

- ❑ Are successors recruited and groomed to take over leadership positions?
- ❑ Are the leaders competent in bringing about what needs to be done?
- ❑ Do leaders manage meetings well?
- ❑ Are leaders able to complete meeting actions or goals?

_____

_____

_____

Action! Worksheet for Team Building

Complete the following worksheet as a group to get a start on team building. Examples are provided.

1. Identify the actions your coalition takes to ensure good communication
Example: A copy of meeting minutes is mailed to absent coalition members.
_____
_____
_____
_____

Additional actions that could be planned:
_____
_____
_____
_____
_____

2. Identify ways to facilitate communication or other actions
Example: Form a committee to communicate community resources that would be available to school staff.
_____
_____
_____
_____

Additional actions that could be planned:
Example: Develop a committee that includes a school administrator, teacher, and community member to determine how to use community resources .
_____
_____
_____

3. Identify the steps your coalition takes to ensure recognition and support:
Example: The mayor awards certificates of recognition for community service to all coalition members year.
_____
_____
_____

Additional actions that could be planned:
_____
_____
_____

Action!

Healthy Choices

Each coalition member should complete this worksheet individually.

Healthy Choices...are easier with healthy attitudes toward wellness. Check attitudes below you would like to develop.

- ❑ Healthy choices are more important for wellness than body size and appearance.
- ❑ Personal wellness goals can be made in small steps.
- ❑ All foods can fit in a healthy diet so there are no guilty eating feelings.
- ❑ Current eating and activity choices are neither good nor bad, just a starting place to set healthy goals.

Healthy Choices...can be influenced by several factors. Check the ones below that you would like to problem-solve to your benefit!

- ❑ **Social events** like movies, birthday parties, and eating out seem to make wellness difficult, *until* you learn all foods are okay with healthy portion sizes and balance with activity.
- ❑ **Family, friends, and co-workers** can "tempt" you with unhealthy choices, *until* you ask them to support your healthy eating and activity choices.
- ❑ **Time** can limit your choices when there is not enough of it, *until* you plan time for making healthy eating possible and make activity a routine.
- ❑ **Stress** can limit healthy choices, *until* you reduce it with stress reduction techniques such as listening to music, taking walks, or talking with a friend.
- ❑ **Income/costs** can be limiting, until you learn how to identify ways to fit choices in your budget.
- ❑ **Health problems** such as joint stress can be an excuse *until* you ask your doctor how to work within limitations.
- ❑ **Age** also becomes an excuse, *until* you learn how to set reasonable goals.

Health Changes...can be a success if you remember some important tips. Use the tips below when you create a healthy plan.

- ❑ Set small goals for a specific period of time.
- ❑ Change only a few things at once, 1 or 2 at a time are wise.
- ❑ Record the goals and dates you plan to meet them on a calendar.
- ❑ Check your progress weekly and reward your success with a healthy choice.

Consider the following healthy eating tips to include as goals for your plan.

- ❑ Eat a variety of food from each group of the Food Guide Pyramid.
- ❑ Eat portions recommended for each group of the Food Guide Pyramid.
- ❑ Eat fat and sugar less often or in smaller amounts, i.e., a candy bar once a week instead of every day.
- ❑ Balance food choices with physical activity.
- ❑ Plan easy to prepare, good tasting meals and grocery shop accordingly.

Consider the following physical activity tips to include as goals for your plan.

- ❏ Make small "life-style" changes like parking farther away in the parking lot.
- ❏ Increase activity at home like moving around the house during TV commercials.
- ❏ Increase recreational activity with things you really enjoy, i.e., softball vs. cycling.
- ❏ Find alternatives to fitness centers or equipment if they are not available, i.e., dancing, walking, or stretching.
- ❏ Reduce the things like TV viewing that limit activity.
- ❏ Set aside a particular time of the day for activity so it becomes a part of the routine.

Set your healthy goals, check your progress, celebrate your success, and problem-solve difficulties. An important reminder—keep it simple!

Week 1

What is planned?_____

What works?_____

What needs problem solving? _____

Week 2

What is planned?_____

What works?_____

What needs problem solving?_____

Week 3

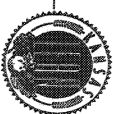What is planned?_____

What works?_____

What needs problem solving?_____

Component: Community

Community Factors	Initial Status	Actions Planned	Results Demonstrated Specify # actions taken, changes, or comments
1. Businesses in the community promote healthy work-site choices with things such as healthy vending machine choices, wellness incentives, and wellness opportunities	☐ Strength ☐ Develop Date_____		☐ In progress
2. Daycare centers are promoting healthy eating and physical activity choices	☐ Strength ☐ Develop Date_____		☐ In progress
3. Community-based youth organizations and clubs provide age appropriate activities that promote and model healthy eating and physical choices	☐ Strength ☐ Develop Date_____		☐ In progress
4. There are visible community leaders who model healthy choices, such as senior citizens, coaches, government leaders, school leaders, and church representatives	☐ Strength ☐ Develop Date_____		☐ In progress
5. There is an active community marketing plan to promote healthy eating and activity choices, including involvement by the media	☐ Strength ☐ Develop Date_____		☐ In progress

Community Factors	Initial Status	Actions Planned	Results demonstrated Specify # actions taken, changes, or comments
6. Physical activity opportunities and facilities are easily accessible for all community groups	☐ Strength ☐ Develop Date___		☐ In progress
7. Businesses who provide products and services, such as restaurants, fast food business, and supermarkets promote healthy eating	☐ Strength ☐ Develop Date___		☐ In progress
8. There are community-based programs that provide opportunities to improve nutrition and physical activity knowledge and skills	☐ Strength ☐ Develop Date___		☐ In progress
9. Community-wide events promote and/or provide opportunities for healthy eating and physical activity choices	☐ Strength ☐ Develop Date___		☐ In progress
10. The community/school board supports the healthy changes in school through policy, collaboration, repetition, education, support, and reward	☐ Strength ☐ Develop Date___		☐ In progress
11. Other (please specify)	☐ Strength ☐ Develop Date___		☐ In progress

Component: Nutrition Education

Nutrition Education Factors	Initial Status	Actions Planned	Results Demonstrated Specify # actions taken, changes, or comments
12. There is a nutrition education curriculum that incorporates concepts of the Food Guide Pyramid. The curriculum has written outcomes	☐ Strength ☐ Develop Date____		_____ ☐ In progress
13. Nutrition education is integrated into core subjects in the classroom. Consider how often integration occurs	☐ Strength ☐ Develop Date____		☐ In progress
14. Nutrition education lessons are fun and participatory, teaching food choice skills along with knowledge	☐ Strength ☐ Develop Date____		☐ In progress
15. Nutrition education lessons are linked to school lunch to create student awareness of healthy choices in their school environment	☐ Strength ☐ Develop Date____		☐ In progress
16. Food tasting is used in the classroom to allow students to experience a variety of foods and develop positive attitudes in a supportive environment	☐ Strength ☐ Develop Date____		☐ In progress
17. When snacks are available in the classroom, they include healthy choices	☐ Strength ☐ Develop Date____		☐ In progress

Nutrition Education Factors	Initial Status	Actions Planned	Results demonstrated Specify # actions taken, changes, or comments
18. Parents receive information regarding healthy choices, i.e., letters, newsletters, and surveys, to increase skills, knowledge, and allow feedback	☐ Strength ☐ Develop Date____		☐ In progress
19. Parents and community are actively involved in classroom nutrition education, i.e., with interactive homework, field trips, guest speakers, and classroom volunteers	☐ Strength ☐ Develop Date____		☐ In progress
20. School staff model personal healthy eating and physical activity choices	☐ Strength ☐ Develop Date____		☐ In progress
21. Administration supports the above factors	☐ Strength ☐ Develop Date____		☐ In progress
Other (please specify)	☐ Strength ☐ Develop Date____		☐ In progress

Component: Physical Activity

Physical Activity Factors	Initial Status	Actions Planned	Results Demonstrated Specify # actions taken, changes, or comments
22. Opportunities, in addition to physical education classes, exist for physical activity before, during, and after the school day	☐ Strength ☐ Develop Date		☐ In progress
23. Physical activity is a daily part of the classroom routine	☐ Strength ☐ Develop Date		☐ In progress
24. Physical activity experiences provided are fun, age appropriate, and enhance a student's self-esteem	☐ Strength ☐ Develop Date		☐ In progress
25. The school/community offers a non-competitive environment for physical activity beyond competitive sports programs	☐ Strength ☐ Develop Date		☐ In progress
26. Discipline policies do not include the use of physical activity as punishment	☐ Strength ☐ Develop Date		☐ In progress
27. Physical education curricula support the personal development of student behaviors in decision making, goal setting, and personal fitness needed to maintain a healthy lifestyle	☐ Strength ☐ Develop Date		☐ In progress

Physical Activity Factors	Initial Status	Actions Planned	Results demonstrated Specify # actions taken, changes, or comments
28. Physical education curricula provides instruction in lifetime sports and activities	☐ Strength ☐ Develop Date____		☐ In progress
29. Physical education classes are scheduled with sufficient time and frequency to meet the above curricula goals	☐ Strength ☐ Develop Date____		☐ In progress
30. Active links exist between students and school health partners, i.e. parents, school staff, and community, for physical activity opportunities	☐ Strength ☐ Develop Date____		☐ In progress
31. School staff model personal healthy eating and physical activity choices	☐ Strength ☐ Develop Date____		☐ In progress
32. Administration supports the above factors	☐ Strength ☐ Develop Date____		☐ In progress
Other (please specify)	☐ Strength ☐ Develop Date____		☐ In progress

Component: School Meals

Factors	Initial Status	Actions Planned	Results Demonstrated Specify # actions taken, changes, or comments
33. Students are given adequate time to eat meals in a pleasant, safe environment	☐ Strength ☐ Develop Date____		☐ In progress
34. School meal environment promotes a healthy eating message by using menu choices, bulletin boards, special activities, and music among other things	☐ Strength ☐ Develop Date____		☐ In progress
35. School meal rules discourage philosophies such as "The Clean Plate Club," and the use of food as reward or punishment	☐ Strength ☐ Develop Date____		☐ In progress
36. Student feedback is used to increase satisfaction and participation, by using Nutrition Advisory Committees, or other methods, including taste testing	☐ Strength ☐ Develop Date____		☐ In progress
37. The sale of foods high in fat, sodium, and added sugars on school grounds and as part of fundraising activities is discouraged	☐ Strength ☐ Develop Date____		☐ In progress
38. School meals are coordinated with classroom nutrition education to reinforce learning and increase awareness of healthy eating choices	☐ Strength ☐ Develop Date____		☐ In progress

School Meal Factors	Initial Status	Actions Planned	Results demonstrated Specify # actions taken, changes, or comments
39. Theme days, and special menus are used to increase participation	☐ Strength ☐ Develop Date____		☐ In progress
40. School meal choices for reimbursable and ala carte items reflect all federal and state school healthy eating guidelines	☐ Strength ☐ Develop Date____		☐ In progress
41. School food service markets the program to students, parents, faculty, administration, and community through a variety of methods, including newsletters and parent meal invitations	☐ Strength ☐ Develop Date____		☐ In progress
42. School staff model personal healthy eating and physical activity choices	☐ Strength ☐ Develop Date____		☐ In progress
43. Administration supports the above factors	☐ Strength ☐ Develop Date____		☐ In progress
Other (please specify)	☐ Strength ☐ Develop Date____		☐ In progress

Action!

Resource Worksheet

Kickoff your resource files by beginning a list of all the community resources that can help you promote your initiative. You will use this resource information when you develop a marketing plan in Chapter 3. *Marketing* Module 2: The Marketing Plan.

Type of Resource:			
Name	Address	Phone	Comments

VMOSA: Vision – Mission – Strategies – Objectives – Actions

Vision (a description of the way you want things to look):		
Mission (a statement of what the group intends to do and why):		
Strategies for the components (i.e., education, policy, programs):		
Specify objectives below for each component (statements of 1. how much the group will do within a specified time period and 2. how it will be accomplished):		
Community	Nutrition Education	Physical Activity	School Meals
Objective 1:	Objective 1:	Objective 1:	Objective 1:
Objective 2:	Objective 2:	Objective 2:	Objective 2:
Objective 3:	Objective 3:	Objective 3:	Objective 3:

Environmental Change Plan

Action!

Objective: Environmental change methods planned. Check all that apply.	Actions and resources needed to implement the plan	Problems to resolve	Who takes action, and by what date?	Review— results of actions Check all that apply.
□ Policy □ Collaboration □ Repetition □ Education □ Support □ Reward -or- Problems resolved: □ Communication □ Time □ Location □ Lack of equipment □ Other	Action: Marketing Plan: Resources: Action: Marketing Plan: Resources: Action: Marketing Plan: Resources:			**Communication:** □ Great marketing □ Need M-and-M's **Time:** □ Good timing □ Needs work **Location:** □ Good □ Needs work **Resources:** □ Feasible cost □ Good □ Needs work **Participation:** □ Good □ Needs work **Overall:** □ Great-continue □ Good-revise □ Fair-revise

Comments:

Environmental Change Method (Strategy) Worksheet

Description of Environmental Change:	
Strategy for Environmental Change: • Policy • Collaboration • Repetition • Education • Support • Reward	
Positive Aspects of the Change:	
Negative Aspects of the Change:	
List Who Should be involved:	
Specify Funds Needed:	
Other Considerations:	

Action!

Checklist for Marketing Success

☐ Marketing team is organized

Team Member	Phone Number
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

☐ Meeting dates are set
  Dates:_____
  Times:_____
  Locations:_____
  How team will be notified:_____

☐ The following information is available
  Community Review
  VMSOA Action Plans
  Resource lists

☐ Environmental Change Method forms are ready for use

Notes:_____
_____
_____

Two Year Coalition Timeline

Activity	Responsible Parties	Year ___ J F M A M J J A S O N D	Year ___ J F M A M J J A S O N D

Marketing Timeline

Activity	Responsible Parties	Year ___ J F M A M J J A S O N D	Year ___ J F M A M J J A S O N D

Chapter 4 Module 1

Action! Brainstorming Healthy Eating Awareness

1. List awareness creating activities for healthy eating. Remember to include activities for all community groups (children, teens, parents, senior citizens, business, etc.).
2. Include these activities in an action plan.

Children: *For example: Reading a book during story hour at the library that can stimulate a discussion about healthy eating choices*

Teens: *For example: Through coaches at orientations for a new sports season*

Parents: *For example: At PTO meetings*

Senior Citizens: *For example: Through "Meals on Wheels" programs*

Chapter 4 Module 3

Identifying School Health Initiative Practices

Many potential opportunities exist and should be examined. Including teachers and other school staff up front will increase the degree of success and sustain the changes.

Check the following policy issue questions as you gather information. The information is necessary to formulate programs and develop curriculum.

- ❑ Does a health program currently exist in the school district?

- ❑ Who determines health programs?

- ❑ How are program guidelines determined?

- ❑ Who provides teacher training and how?

- ❑ Will team teaching be a good option?

- ❑ If not, are all teachers involved?

- ❑ Is nutrition curriculum taught in a few schools or is it district-wide?

- ❑ Is it a separate curriculum, or integrated into core subject areas?

- ❑ Is nutrition curriculum tied to physical activity; is physical activity optional or mandatory?

- ❑ Do opportunities exist to involve art, music, and other subjects?

- ❑ How is everything coordinated?

Use the worksheet on the following page to evaluate curricula.

Chapter 4 Module 3

Nutrition Curriculum Comparison Worksheet:

Curriculum Name:			
Contact Person:			
Order Information Address/Phone			
Cost			
Pre/post tests included?			
# Grade levels available			
Extent of prep work required by teachers: (minimal, moderate, extensive?)			
# Lessons			
Total number of possible in-class hours			
Based on principles of Food Guide Pyramid?			
Up-to-date information on food labels?			
Up-to date information on Dietary Guidelines?			
Supports concept that "all foods can fit"			
Links classroom with food service and the community			
Emphasizes healthy life-style choices			
Emphasis on physical activity?			
Incorporates active participation by students, i.e. tasting, cooking, and experiments?			
Miscellaneous Information			

Chapter 4 Module 4

Action!

Check "Linking" Actions

1. Use your Environmental Change Plan to check actions for nutrition education links.
2. Identify which the following links are addressed in the plans.
3. Write down ideas for missing links and incorporate them into your plans as possible.

Links with the School Meal Program:

_____
_____
_____
_____

Links with the Physical Activity:

_____
_____
_____
_____

Links with Administration/School Board:

_____
_____
_____
_____

Links with Parents:

_____
_____
_____
_____

Links with the Community:

_____
_____
_____
_____

Chapter 4 Module 5

Nutrition Education Measures Checklist

Check each of the following actions as they are completed.

☐ Plan actions for nutrition education on the VMSOA plan using information indicated on the community review identified for each action.
☐ Develop measures for the actions planned above.

Examples:
Action: *Plan at least 3 taste testing activities per year in grades K-5.*
Measure: *Record and date each taste testing activity actually held in a year. Compare the total at the end of the year with the goal.*

Action: *Provide healthy snack choices at all extra-curricular school activities where snacks are offered.*
Measure: *Record the number of extra-curricular school activities in a year and indicate the times healthy snack choices were provided.*

Action: *Publish a minimum of 10 nutrition-related articles in the local newspaper by July 2005.*
Measure: *Record and date the number of nutrition-related articles published in a year. Compare the total at the end of the year with the goal.*

☐   Identify a person who will be responsible for collecting nutrition education action information.

Person responsible:_____

☐ Identify the methods that will be used for measuring/tracking information.

☐ Determine a schedule for reporting results to the coalition specified in the coalition's timeline.

☐ Include the reporting schedule in the coalition's timeline.

Notes:

Chapter 4 Module 6

☆ *Action!*

Check Your Healthy Eating Goals

How well are you doing with the goals you set when completing your personal review? Use the following healthy eating actions to check your progress.

Feel encouraged with even small progress towards these goals. In doing so you become a role model for healthy eating.

❑ The Food Guide Pyramid is understood and followed
❑ Meals are planned for good balance
❑ There is good balance when eating out
❑ Healthy choices are made easily available
❑ Fruits and veggies are on hand at home
❑ Breakfast is eaten
❑ There is adequate time for eating
❑ Factors that create less healthy choices are identified

Families:

❑ Meals are eaten together—without distractions like TV
❑ All family members help plan healthy meals
❑ Healthy snacks are carried in the car during trips and other times when appropriate
❑ Healthy snacks are available at home
❑ Parents are modeling healthy choices and balance
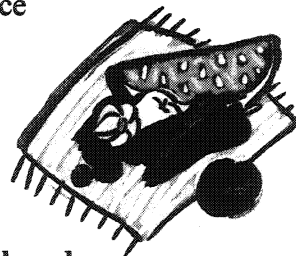
Place a check by skills that may need to be developed:

❑ Basic nutrition understanding
❑ Menu planning
❑ Eating out
❑ Cooking
❑ Shopping
❑ Other

Chapter 5 Module 1

Action!

Brainstorming Physical Activity Awareness

1. List awareness creating activities your community can use for physical activity. Remember to plan something for each community group (children, teens, parents, senior citizens, business, and others).
2. Include these activities in an action plan.

<u>Children:</u> *Example:* *A physical activity tip from the principal on the intercom each morning*

_____

_____

_____

_____

_____

<u>Teens:</u> *Example:* *A survey to determine interests*

_____

_____

_____

_____

_____

<u>Parents:</u> *Example:* *Physical activity suggestions in a parent newsletter*

_____

_____

_____

_____

_____

<u>Senior Citizens:</u> *Example:* *Post suggestions on the senior center bulletin board about how people can model physical activity for grandchildren*

_____

_____

_____

_____

_____

Action!

Physical Activity Up-Close

This tool will help you go beyond the community review to take a closer look at physical activity. Consider the following possibilities for each community group (students, teens, parents/adults, senior citizens, business and schools). Use the information as a measure of progress.

List opportunities for physical activity that currently exist in your community.

_____

_____

_____

_____

List good role models for physical activity.

_____

_____

_____

_____

Provide examples of how physical activity is becoming a habit at home, in the school, and in the community.

_____

_____

_____

_____

List age appropriate activities.

_____

_____

_____

_____

Give examples of good opportunities for freeform play for toddlers and preschoolers such as running, jumping up and down, or climbing on a jungle gym.

_____

_____

_____

_____

List structured noncompetitive activities with rules and teams for school-age kids, like soccer, T-ball, or gymnastics.

_____

_____

_____

_____

List examples of low impact activities for senior citizens and others.

_____

_____

_____

_____

List the types of activities that have good participation.

_____

_____

_____

_____

Which of the existing opportunities are not used to their full potential?

_____

_____

_____

_____

What are the communication, time, or location problems...or a lack of facilities or resources...that keep opportunities from being used to their full potential?

_____

_____

_____

_____

Which resources are needed for making changes (people, facilities, and other resources)?

_____

_____

_____

_____

Chapter 5 Module 3

Action!

School Physical Activity Grade Card (1)

Use the following checklist to evaluate your school day opportunities.

Yes   No

____   ____   Is physical education offered for at least 150 minutes per week to all elementary students?

____   ____   Does a qualified physical educator teach all of the PE classes?

____   ____   Does the PE curriculum have actions based on goals and objectives?

____   ____   Are the selected activities designed and utilized to maximize learning and participation?

____   ____   Do classes emphasize encouragement, support, and socialization?

____   ____   Do classes accommodate all students including those with disabilities?

____   ____   Do classes contain numbers of students similar to academic areas?

____   ____   Are there adequate facilities and equipment to provide a safe environment?

____   ____   Does the program emphasize cooperation, socialization, and lifetime fitness skills at least equally with competition and traditional team sports?

____   ____   Is there school-wide agreement that physical activity shouldn't be used as punishment?

____   ____   Does the school administration actively support the program?

*Adapted from the Kansas State Department of Education Physical Education Curriculum Guide

Action!

Identify Mixed Messages in Your School (11)

Frequent practices that send mixed messages about physical activity (or healthy eating) in school are listed below.
1. **List instances where these messages are occurring in your school.**
2. **Use an Environmental Change Plan to develop actions that will send a positive message.**

Teachers take away physical activity time for misbehavior or use activity as punishment.

_____

_____

Students miss physical education class because they are finishing classroom assignments or making up missed or over due work.

_____

_____

Administrators and teachers regard physical education time as a chance to provide classroom teachers with a planning period.

_____

_____

Physical education is a part-time subject, meeting only two or three times a week in the elementary school.

_____

_____

Students are frequently rewarded with candy, pop, and other treats that provide empty calories.

_____

_____

Students have limited equipment and facilities to utilize during recess or physical education.

_____

_____

(11) Adapted from Fitness Education for Children

Chapter 5 Module 4

Check "Linking" Actions

1. Use your Environmental Change Plan to check actions for physical activity links.
2. Identify which of the following links are addressed in the plans.
3. Write down ideas for missing links and incorporate them into your plans as possible.

Links with the Classroom:

_____
_____
_____

Links with School Meals:

_____
_____
_____
_____

Links with Administration/School Board:

_____
_____
_____

Links with Parents:

_____
_____
_____

Links with the Community:

_____
_____
_____

Chapter 5 Module 5

Action! Physical Activity Measures Checklist

Check each of the following actions as they are completed.

☐ Actions planned for physical activity on the VMSOA plan are developed from the community review and measures are identified for each action.
   ☐ Develop measures for the actions planned above.

Examples:
Action: *Increase the number of noncompetitive baseball teams in the city league.*
Measure: *Record the number of noncompetitive teams at the beginning and at the end of the year and compare.*

Action: *Include at least one activity break at each staff meeting.*
Measure: *Log the number of activity breaks in a year.*

Action: *Enlist the help of service organizations in raising money for a community walking path.*
Measure: *Log the number of service organizations participating at each 3 month interval.*

☐ Identify a person who will be responsible for collecting nutrition education action information.

Person responsible:_____

☐ Identify the methods that will be used for measuring/tracking information.

☐ Determine a schedule for reporting results to the coalition specified in the coalition's timeline.

☐ Include the reporting schedule in the coalition's timeline.

Notes:

Chapter 5 Module 6

☆ *Action!*

Family Activity Checklist

√√ Try the **"Family on the Go"** checklist and see how you do!

____ Our family has regular times scheduled throughout the week for physical activity.

____ All adult members of our family have moderately intensive physical activity at least 30 accumulative minutes on most, preferably all, days of the week.

____ All children in our family are physically active at least 60 minutes and up to several hours per day.

____ Our family participates together at least two times per week in physical activities.

____ Our family uses physical activity rather than food as a reward.

____ Our family obtains toys and equipment that promote physical activity.

____ All members of our family understand the Activity Pyramid and use it to create an individual physical activity plan for him or herself.

____ Our family has fun with physical activity.

Chapter 6 Module 1

Action!

Brainstorming School Meal Awareness

1. List awareness creating activities your community can use for school meals. Remember to plan something for each community group (children, teens, parents, senior citizens, business, etc.).
2. Include these activities in an action plan.

<u>Children</u>: *Example: Food Pyramid posters in classrooms with "impromptu" discussions of how that day's school meal "fits."*

_____

_____

_____

_____

<u>Teens</u>: *Example: Healthy eating bulletin board and nutrient analysis of menu items in cafeteria.*

_____

_____

_____

_____

<u>Parents</u>: *Example: A school meal "happenings" column in the school's parent newsletter.*

_____

_____

_____

_____

<u>Senior Citizens</u>: *Example: "Lunch and Learn" programs at the Senior Service's Center.*

_____

_____

_____

_____

Chapter 6 Module 2

Action!
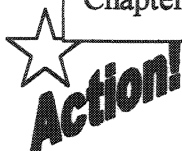
School Meal Up-Close

This tool will help you go beyond the community review to take a closer look at school meals. Consider the following possibilities for each community group (students, teens, parents/adults, senior citizens, business and schools). Also use the information as a measure of progress.

Teachers, administrators, and food service staff are serving as role models for healthy eating choices.

_____
_____
_____
_____

Teachers promote school meals in the classroom.

_____
_____
_____
_____

Administrators eat school meals with students.

_____
_____
_____
_____

The school cafeteria serves as a learning lab for healthy eating. Displays, posters, reminders are available and/or presentations/skits are performed showing appropriate serving sizes—or how to make choices for good balance. Fats and sugars are in healthy balance with other food groups in a la carte items.

_____
_____
_____
_____

Current, basic nutrition concepts are learned through participation in the school meal program. The Food Guide Pyramid is on display. References are made to it.

_____
_____
_____
_____

There is a collaborative effort between the classroom and food service to create a joint message for healthy eating choices. Teachers compare school menus to the Pyramid.

_____
_____
_____
_____

Food service staff participates in classroom learning. Lessons taught in the classroom are reinforced in the cafeteria. Students are able to help choose menus. Students take "learning tours" through food service.

_____
_____
_____
_____

List existing opportunities in your school that are not used to their full potential.

_____
_____
_____
_____

What are the communication, time, or location problems...or a lack of facilities or resources...that keep opportunities from being used to their full potential?

_____
_____
_____
_____

Which resources will be needed for making changes (people, facilities, and other resources)?

_____
_____
_____
_____

What type of support is being provided for opportunities to sustain the benefits?

_____
_____
_____
_____

Chapter 6 Module 4

Action!

Check School Meal "Linking" Actions

1. Use your Environmental Change Plan to check actions for school meal links.
2. Identify which of the following links are addressed in the plans.
3. Write down ideas for missing links and incorporate them into your plans as possible.

Links with the Classroom:

_____
_____
_____

Links with the Physical Activity:

_____
_____
_____

Links with Administration/School Board:

_____
_____
_____

Links with Parents:

_____
_____
_____

Links with the Community:

_____
_____
_____

Chapter 6 Module 5

☆ Action! School Meal Measures Checklist

☐ Actions planned for the school meal program on the VMSOA Plan are reviewed and measures are identified for each action.

☐ Develop measures for the actions planned above.

Examples:

Action: *Hold monthly NAC meetings.*
Measure: *Track and record the number of NAC meetings actually held in a year.*

Action: *Increase the number of healthy choices provided in the a la carte line.*
Measure: *Log the type and number of changes made.*

Action: *Students help plan school meal menus.*
Measure: *a. Record the number of menus planned.*
b. Record participation one of the days these menus are served and compare to average daily participation.

☐   Identify a person who will be responsible for collecting nutrition education action information.

Person responsible:_____

☐ Identify the methods that will be used for measuring/tracking information.

☐ Determine a schedule for reporting results to the coalition specified in the coalition's timeline.

☐ Include the reporting schedule in the coalition's timeline.

Notes:

Chapter 6 Module 6

School Meal Survey

Indicate the Community Group Surveyed:

1. What is the perceived image of your school meal program?

2. Identify the purpose or goals of your school meal program:

3. Identify the strengths of your school meal program:

4. Identify the areas for possible improvement/change:

5. What makes a successful school meal program?

Action! **Kid's School Meal Survey**

Indicate the Community Group Surveyed:

_____

1. What do you think of first when I say, "school meals?"

2. Why do you think there is a school meal program?

3. What are the best things about your school meal program?

4. What are the things being done now that might be better and how can you help?

5. Are there other things that could be done to make a great meal program? How could you help?

☆ Action!

School Meal Marketing Ideas

Customer group:

Identify opportunities for school meals to partner with the "customer group surveyed:
Identify marketing steps that can be taken to address school meal misperceptions:

Chapter 7 Module 1

Checklist for a Healthy Coalition ☆

☐ **Marketing and awareness campaigns are continuous**
Notes
_____

_____

☐ **Most segments of the community are represented on the coalition**

Business
    ☐ **Media**
    ☐ **Grocers**
    ☐ **Restaurants**
    ☐ **Health Care**
    ☐ **Industry**
    ☐ **Other**

School
    ☐ **Pre-school**
    ☐ **Elementary School**
    ☐ **Middle School**
    ☐ **High School**
    ☐ **Latchkey**

Government
    ☐ **City Planners**
    ☐ **Recreation**
Departments
    ☐ **County**
    ☐ **State**

Elderly
    ☐ **Meal Sites**
    ☐ **Skilled Nursing**
Facilities

Notes
_____

_____

School partners include individuals who represent
    ☐ Administration
    ☐ **Teachers**
    ☐ **School Food Service**
    ☐ **Physical educators**
    ☐ **Other staff**
Notes
_____

_____

The coalition structure is strong
- ☐ **It recruits members**
- ☐ **It meets regularly**
- ☐ **Meetings are well facilitated**
- ☐ **Meetings have recognized outcomes**
- ☐ **Resources are identified and used suitably**
- ☐ **Actions are delegated effectively**
- ☐ **It develops formal and informal leaders**
- ☐ **It identifies win/win situations**
- ☐ **It recognizes members**
- ☐ **There are enough coalition members to support actions planned and comfortably distribute the work**

Notes

_____

_____

The community review has been completed to identify
- ☐ **Resources**
- ☐ **Strengths**
- ☐ **Areas for development**

Notes

_____

_____

☐ **The initiative has a well defined action plan**

Notes_____

_____

_____

☐ **Community strengths are used to increase opportunities for healthy eating and physical activity**

Notes

_____

_____

Areas for development are reviewed along with problems that limit opportunities for healthy eating and physical activity. Including:

☐ **A lack of communication**
☐ **Time**
☐ **Facilities**
☐ **A lack of interest**
☐ **Misperceptions**

Notes

_____

_____

☐ **Actions are planned in small steps and with minimal use of resources, i.e., people, time, money, and equipment**

Notes

_____

_____

Action plans include multiple environmental change factors:

☐ **Policy**
☐ **Collaboration**
☐ **Repetition**
☐ **Education**
☐ **Support**
☐ **Reward**

Notes

_____

_____

Links are formed with

☐ **Community**
☐ **Nutrition Education**
☐ **Physical Activity**
☐ **School Meals**
☐ **Parents**
☐ **Kids**
☐ **Administration/School Board**

Notes

_____

_____

Actions
- ☐ **Reach many different areas of the community**
- ☐ **Impact a relatively large number of community members**
- ☐ **Actions are well received in the community**

Notes

_____

_____

Results are measured/determined
- ☐ **Increased number of appropriate policies**
- ☐ **Increased number of activities with healthy eating or physical activity choices**
- ☐ **Increased number of opportunities to improve skills for healthy eating and physical activity choices**
- ☐ **Increased number of people modeling healthy eating and physical activity choices**

Notes

_____

_____

- ☐ **Even the smallest successes are recognized and celebrated!**

Notes

_____

_____

Is your coalition in shape for the long haul?

If you left any of these factors unchecked, incorporate the actions that will allow you to "check them off" in your ACTION PLAN FOR SUSTAINABILITY!